

FATAL STOP: Scene 1, Take 1

The two boys scuffling in the back of the bus were having a good time as they rolled through the streets of Missoula. The emergency door had unlocked as the boys pushed back and forth but the warning buzzer was out of order so the driver continued on, unaware of the tragedy about to happen. Suddenly, the larger boy stood up and pushed the other boy back. He stumbled and fell against the emergency door. The door flew open and the boy grabbed vainly for . . . "Cut! OK, let's get set up and shoot a reverse of the kid jumping out onto the mattress." What had looked like a serious accident about to take place was actually a carefully scripted re-enactment of an actual event. Only this time, nobody got hurt.

This scene was part of a 25 minute school bus safety film entitled, "Fatal Stop." It was being made in Missoula by Visucom Productions, Inc. of Stanford, Calif. with the cooperation of Beach Transportation Company, Missoula city schools, Officer Doug Chase of the Missoula Police Department and the Montana State Office of Public Instruction. Part of the film was staged in California but for three days in late September, a director and two cameramen came to the Big Sky Country to shoot the second half of their production. They were assisted by Terry Brown, Pupil Transportation Consultant, and Bruce MacIntyre, Library Media Consultant from the Office of Public Instruction. Using the technical advice of school bus contractors and drivers from Missoula and Anaconda, the crew staged a series of re-enactments emphasizing the importance of the pre-trip safety inspection of the bus. The scene with the boy falling out of the emergency door showed



the need to check the warning buzzer that should sound whenever the door is unlocked. Other scenes covered the importance of checking tires and lug nuts, mirrors, turn signals, warning lights, brakes, and even such seemingly obvious items as seats being tightly bolted to the floor and the amount of gas in the tank.

The film is designed to be shown to pupil transportation supervisors and bus drivers as an inservice workshop with heavy emphasis on the role of the individual driver in preventive inspection measures.

The film was shot with the cooperation of Central Elementary School in Missoula, School District No. 1 officials, teacher Ron Dunn and 15-20 students, who were released from their classes for about four hours on Thursday and Friday to participate in the film. As well as learning a few things about school bus safety that they will never forget, the students gained insights into how a film is made and how something can appear to happen that actually never happened at all. Besides that, as one young actor pointed out, "It's more fun than doing arithmetic!" One 8-year-old female future mechanic learned what the underside of a bus looked like in a scene that called for the bus to appear to run over her. The safety point emphasized was the proper alignment of the "crossover mirror" that allows the driver to see the ground right in front of the bus. In this scene, two boys teasing the little girl were playing keep-away with her lunch box and it had fallen in front of the bus. She ran to pick it up just as the driver started to move the bus forward, but since this was the movies and not real life, only the lunch box got squashed.

Steve Forsman, son of Anaconda school bus contractor Bob

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FATAL STOP: Scene 2



loosened lug nuts and cut brake-lines are all demonstrated as vandalism acts that could have tragic effects if not found in the pre-trip inspection.

The value of a thorough safety check is reiterated in one of the last scenes of the film. A bus load of football players and cheerleaders are shown returning from a game. A tire on the bus blows out on a curve and the driver brings the bus to a halt just on the edge of a steep embankment, but parked across both traffic lanes. When he looks in his emergency box for safety flares and warning signals, he finds that vandals have stolen them—an item he didn't check before his bus left the yard. Suddenly an 18-wheeler tractor-trailer rig roars out of the night and bears down on the helpless bus.

"Cut!" yells the director. "OK, now get that crane over here and lift the bus up. Tip it over on its side. Easy now, that's it. Good! Now, get the kids back in the bus and pass out the phony blood."

The result is a horrible rendition of a scene that all too easily could happen. The entire film demonstrates that something as simple as a school bus ride is not really that simple; the lives of millions of children rest in the hands of a bus driver every day.

Montana was chosen as the site for the film because of its com-

paratively strict standards and the development of a driver's training program. The decision to film here was made after the June meeting of the Montana Conference for Pupil Transportation at Big Sky. Mr. Hugh Terrill, vice president of Visucom, was there to present some other films that his company has produced and to seek the comments of Superintendent Georgia Rice and Montana drivers and contractors on the script for "Fatal Stop." Impressed with the interest of Montanans and their willingness to cooperate with his production crews, the September shooting schedule was planned.

This is the first transportation safety film to be shot in Montana and has been the dream of the state's transportation people for many years. The film will be distributed nationwide and will promote bus safety throughout the United States. Persons interested in using the film for training workshops or who are interested in previewing the film for possible purchase should contact Terry Brown, Pupil Transportation Safety Consultant, Office of Public Instruction, State Capitol, Helena 59601.



Metric education policy outlined

Math mentors plan March meet

The Montana Council of Teachers of Mathematics is hosting a name-of-site meeting in Missoula on March 16-18, 1978. This conference will have an interdisciplinary air with sections and workshops for grades K-12 on such topics as physics, astronomy, reading, science and their relationship to mathematics. In addition there will be numerous straight mathematics sections and workshops with such outstanding personages as John Egsgard, NCTM President, Lola June May, Bob Wirtz, Don Kamp, Betty Beaumont, George Immerzeel, and over 100 other speakers.

In connection with the name-of-site meeting there will be a mini-conference for administrators on Friday with sessions dealing with both NCTM and MCTM relationships with schools. MCTM members are urged to share this article with their principals and other teachers, and school board members should be apprised of the conference. There will be one special session on metrics.

The pre-registration fee for NCTM members is \$8.00 and \$4.00 for member's guests. A school may register its teachers at \$4.00 per person. Principals and administrators may register for their luncheon, mini-conference and name-of-site meeting for \$10.00. Advance registration must be postmarked by February 14. If you wait to register until you come, the charges are considerably higher. For example \$23.00 will be charged for non-NCTM members.

Missoula is also host for the AA Basketball tournament on March 16-18. Room reservations will be hard to get. A block of rooms is reserved at the Village Motor Inn and the Red Lion Motor Inn. The only way to reserve a room here is by pre-registration. Other motels and their phone numbers are: Super 8 721-2070, BelAire 543-3183, Thunderbird 543-7251, Executive Motor Inn 543-7221, Holiday Inn 543-7231, Lodge 549-2387, Ponderosa 543-3102, Trade Winds 549-5134, TraveLodge 728-4500.

For further information, please contact:

- Dan Dolan,
Columbus High School
322-5373;
- Lee Von Kuster,
U of MT School of Education
243-5512;
- or Gary Hall,
Office of Public Instruction
449-2966.

STATEMENT ON METRIC EDUCATION

On December 23, 1975, President Ford signed Public Law 94-168, more commonly known as the "Metric Conversion Act of 1975." This bill makes it national policy to facilitate and encourage the eventual substitution of the International Metric System of Measurement Units for customary measurement units in education, trade, and commerce.

The International System of Units (SI) is expanding in use in all major industries in the United States where many companies are adopting the metric system for production, marketing and advertising of their products.

Since the people of Montana are likely to be called upon to use the metric units as standards for measurement during their lifetimes, the schools of the state of Montana are encouraged to give increased attention to the teaching of the metric system of measurement.

The Board of Public Education be, and hereby is, committed to support efforts by the Superintendent of Public Instruction to provide practical instruction in the application of the metric system.

The Superintendent of Public Instruction be, and hereby is, committed to providing leadership in developing and disseminating metric education materials and instructional processes which serve Montana's goals for education in accord with the philosophy of basic quality education adopted by the Board of Public Education.

The Board of Public Education adopted this statement on January 10, 1977.

TEACHING THE METRIC SYSTEM

by Rick Billstein, Assoc. Professor of Mathematics, University of Montana

The United States's decision to go metric was cemented in December, 1975, when President Ford signed the Metric Conversion Act. Metric education must now become a part of our educational curriculum at all grade levels. Teachers will play an enormous role in the metric changeover. The students of today will be living in a predominantly metric world and their time for learning the metric system is *now*. Students, in turn, can help their parents learn the new system.

Students studying the metric system will probably have to be convinced of its advantages before they will totally accept it. The best way to accomplish this is to have students actually use the system. Much of the student's time should be spent on activity-oriented situations where the emphasis is on thinking within the system. Students are turned off by just memorizing a series of lengthy conversion factors and then doing paper and pencil exercises.

Estimation activities seem to be essential in helping students to develop a feeling for metric measures in relationship to each other and to common objects. Estimating exercises also serve as an important tool for judging the students' progress in learning the system. Better estimates and correct usage of metric terms show an increased understanding of the topic. However, since estimating skills will deteriorate if they are not practiced, activities should be continued throughout the year. In the activities, students should never be told that their estimates are wrong but instead be encouraged to make better estimates.

Some homemade or purchased materials which might be useful in performing metric activities include meter sticks, tape measures, a trundle wheel, metric scales, graduated beakers, centimeter cubes, and Celsius thermometers. Many of these items can be constructed in the classroom. The students can learn about the metric system at the same time they are building materials.

The metric system should be taught separately from the customary system. Conversion from customary units to metric units and vice versa should be avoided. It is advisable, however, to compare metric units to familiar customary units to aid those persons who are already familiar with customary units. A meter, for example, may be described as being a little longer than a yard.

Students who know the metric system and are "thinking metric" should be able to handle three types of activities: (1) They can perform measurements using metric units. (2) They have a feeling for the metric units not just the names of the units. (3) They understand the interrelationships among various metric units and can perform conversions from one unit to another.

The philosophy for learning the metric system might best be described in a metric version of the Chinese proverb frequently quoted in the Nuffield Mathematics Project:

We hear about the metric system and we forget;
We see the metric system and we remember;
We do the metric system and we understand.

Metric workshop consultants available

The following individuals have been trained as regional metric consultants by a USOE grant to the Montana Council of Teachers of Mathematics. Their services can be contracted for a reasonable fee and teachers may be able to obtain one college credit for completing the workshops done by the consultants.

For further information please contact:

1. Absarokee area: Cathy Moore and Betty Laws, Absarokee Public Schools;
2. Billings area: a) Lorene Rowland, Boulder Elementary School, Billings; Gertrude Christensen, Newman Elementary School, Billings; b) Jean Benjamin & Sharon Russell, Broadwater Elementary School, Billings; c) Christy Vogel, Park City High School, Park City; Cleo Koefeld, Laurel Public Schools, Laurel;
3. Broadus area: Nancy Yonkee, Broadus Public Schools, Broadus;
4. Forsyth area: Chuck Tinker and Darrell Brabec, Forsyth Public Schools, Forsyth;
5. Glendive area: Donna Nessett, Jefferson School, Glendive;
6. Hardin area: Bob Bennett, Hardin High School, Hardin;
7. Helena area: Richard Seitz, C. R. Anderson Jr. High School, Helena; Teri Flemming, Bryant Elementary School, Helena;
8. Hysham area: Ken Murray and Bob Emmons, Hysham Public Schools, Hysham;
9. Lavina area: Harvey Burns and Bruce Peterson, Lavina Public Schools, Lavina;
10. Lewistown area: Cynthia Baumann and Judy Byrne, Lewistown Public Schools, Lewistown;
11. Miles City area: a) Edna Scanlan and Jerry Willems, Miles City Public Schools, Miles City; b) Paul O'Dea and Rosemary Scheibel, Miles City Public Schools, Miles City;
12. Roundup area: Bruce Frank and Jim Schladweiler, Roundup High School, Roundup.

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Small schools receive paperbacks & reference books

Though ESEA II expired October 31, 1976 (provisions of this program have been merged with other federal programs into Title IV), the benefits to schools all have not ended with the end of the federal fiscal year. Small schools in Montana needing additional resources for their library media centers will be receiving help from the Library Media Program in the Office of Public Instruction. By gathering all the unspent Title II funds into a single reallocation budget, the program was able to purchase a large number of paperback books and library development reference books. The total budget for purchasing, packaging, and shipping the books was about \$38,000.

Ninety-four sets of paperbacks, more than 10,000 individual books, were purchased. The titles in each set were selected to spark reading interest in first, fourth, seventh, and ninth-grade students. The paperback sets are published by Prentice-Hall, Inc., and distributed by Reading Enrichment, Inc. (RECI). There are 36 known school districts in Montana which already have purchased these materials for their students. The first, fourth, and seventh-grade materials were sent to the county superintendents of schools in proportions based on the number of elementary schools in the county with fewer than 50 students. Garfield County, with 17 such schools, led the way.

County superintendents were asked to arrange for distribution and exchange of the books among the schools so that all would have equal opportunity to use them. Materials which are not suitable to the communities receiving them may be exchanged for other titles—if this is done before the book is marked or circulated. In addition, the kits come with a one-year replacement guarantee. Though paperback books can be expected to show wear more readily than hardbound books, the RECI kit books can be replaced for approximately 49 cents handling charge if the book is worn out, lost, or stolen anytime during the first year.

The ninth-grade RECI sets have been distributed in a slightly different manner. The 25 smallest high schools in the state were paired geographically. Half of these schools will receive the reading enrichment books; the other half will receive a selection of ten library development reference books for secondary libraries. These are tools which will help the librarians and administrators maintain quality library programs for their students. Each school in the pair has been asked to contact the other school to arrange for sharing and exchange of materials. In that way, each school will have access both to the 162 titles in the reading sets and to the ten volumes in the reference sets.

Also, the 39 counties with the most elementary schools of 50 or fewer students will receive nine volumes of library development books for elementary libraries. Once again, the county superintendents of schools were chosen as the coordinators of the materials because they are familiar with the needs of the local schools. The books may be circulated as a set or checked out individually from the county superintendent according to the needs of the county's schools. Though the intent of the program is to make these expensive materials available to small schools, all schools in the county should be allowed to use them. Requests for use of the materials should be directed to the county superintendents.

For schools in those counties not receiving the library development books, one set of both the elementary and secondary reference volumes has been placed in the resource center of the Office of Public Instruction in Helena. Persons or schools wishing to use these should contact either Cheri Bergeron, Staff Librarian (phone: 449-2082) or Bruce MacIntyre, Library Media Consultant (phone: 449-3861) or call on the Hotline, 1-800-332-3402.

The books in the selection sets are for elementary libraries:

1. Junior High Catalog, 3rd Ed.
2. Children's Catalog, 13th Ed.
3. Guide to Reference Books for School Media Centers, Wynar - 1974-75 Supplement
4. Audiovisual Equipment Directory, 23rd Ed.
5. El-Hi Textbooks in Print, 1977
6. The Elementary School Library Collection, Van Orden
7. Adventuring with Books, NCTE
8. Picture Books for Children, Cianciolo, NCTE
9. Children's Books in Print, 1976

for secondary libraries:

1. Gateway to Readable Books, 5th Ed., Wilson
2. Junior High Catalog, 3rd Ed., Wilson
3. Senior High Catalog, 11th Ed., Wilson
4. Guide to Reference Books for School Media Centers, Wynar - 1974-75 Supplement
5. Audiovisual Equipment Directory, 23rd Ed.
6. Core Media Collection for Secondary Schools, Brown
7. El-Hi Textbooks in Print, 1977
8. Books for You, Donelson, NCTE
9. High Interest—Easy Reading, 1972, NCTE
10. Your Reading, 1975, NCTE



School survey reveals fuel costs "critical" threat

The rising cost of fuel and electricity is the most serious threat to the nation's schools as a result of the energy crisis, according to a recent survey.

The survey is included in a new report—*School Energy Crisis: Problems and Solutions* published by the American Association of School Administrators (AASA).

Schools, already plagued with tighter and tighter budgets, will be paying double in three or four years what they are paying today for energy, the report said. In addition to the fear of rising costs, many school administrators are worried about whether there will be enough fuel in future years to keep schools open.

Thirty-six percent of the 3,410 school administrators who participated in the survey said energy is a "critical" problem for their districts. Another 41 percent said they are greatly concerned about energy and are starting to eliminate energy waste.

"The joy ride is over for schools in their use of abundant, low-cost energy," the report said. The cost of gas, coal and electricity will increase at an annual rate of 20 per-

cent, compounded, during the next few years; the cost of oil will be slightly less—15 percent per year, compounded.

Increased fuel costs will dig into school budgets. As a result, other items in the budget will have to be cut. Likely candidates are salaries, supplies and equipment, the report said.

The energy problem in schools is compounded by their lack of funds, said Paul B. Salmon, executive director of AASA. To meet the challenge school administrators are starting with a big disadvantage: old buildings, inadequate insulation and antiquated heating and air conditioning systems.

"Too often," Salmon added, "schools have been built for the cheapest price possible, disregarding energy waste and the higher up-keep cost of inferior construction."

"There is little money available to make the needed repairs and improvements or to modify recent mistakes—such as building schools with far too much glass," Salmon said.

The report explains how school officials at the state and local level are handling energy problems and

trying to cut consumption. One example: a state education official in North Carolina predicted that the \$32 million annual energy costs for its schools can be cut by \$12 million by following the state's energy conservation program.

Hundreds of ideas are being tried by schools, the report said. Examples: using solar power in California, cutting busing costs in New Jersey, purchasing gas supplies in Ohio, teaching principals to read gas meters in West Virginia and building a windmill on top of a school in Vermont.

The report includes advice from experts on the most effective steps schools can take to reduce energy consumption. "The two keys to making schools energy efficient are awareness of what can be done and capital investments to bring them up to energy efficient operation," the report said.

How much can be saved? According to estimates from the Federal Energy Administration, approximately 25 million barrels of oil—out of the 170 million barrels consumed annually by schools—can be saved if 30 percent of the nation's

elementary and secondary schools are renovated.

The report added, however, that schools can reduce their energy consumption by 5 to 25 percent with no capital modifications by changes in their operating methods.

Numerous examples of effective energy practices by schools in all kinds of climates are included in the report.

"The purpose of this report," Salmon said, "is to help schools cope with a problem that is going to get worse in the years ahead."

Copies of *School Energy Crisis: Problems and Solutions* may be ordered from the American Association of School Administrators, 1801 N. Moore St., Arlington, VA 22209. Single copy price, \$8.95. Discounts on orders of two or more copies. Orders for less than \$15 must be accompanied by payment and include \$1 for postage and handling.

Attorney General addresses school holidays

The following Attorney General's Opinion, as expressed in a letter to Mr. David B. Fuller, Commissioner, Montana Department of Labor and Industry, clarifies the eligibility of nonteaching school district employees regarding school holidays.

Dec. 6, 1977

Dear Mr. Fuller:

You have requested my opinion concerning whether nonteaching school employees are to be given days off on the legal holidays enumerated in Section 19-107, R.C.M. 1947, for public employees or whether they are to be given days off on the school holidays defined in Section 75-7406, R.C.M. 1947.

Holidays to which nonteaching school district employees are entitled present an apparent conflict between "legal holidays," defined in Section 19-107, R.C.M. 1947, and "school holidays" defined in Section 75-7406, R.C.M. 1947, which must be resolved.

Section 75-7406 defines "school holidays" as those enumerated days on which "pupil instruction and pupil instruction related days" shall not be conducted. "Pupil instruction days" defined in Section 75-7405, R.C.M. 1947 include those days on which teachers are attending state teachers conventions, parent-teacher conference days, etc. All of the sections in that chapter were enacted at the same time in Sections 365 to 371 of Chapter 5, Laws of Montana, 1971. The Legislature intended only to deal with school teachers since nonteaching school employees do not attend state teachers conventions nor participate in parent-teacher conferences. Had the Legislature intended to include nonteaching employees within this Chapter they could have specifically provided for them.

It is significant that Section 59-1007, R.C.M. 1947 which exempts certain employees from the normal vacation and holiday provisions for state employees only exempts "elected state, county or city officials or school teachers." (Emphasis supplied). Bitney v. School District No. 44 et al, _____ Mont. _____, 535 P. 2d 1273 (1975) discusses this section but does not affect this opinion. Bitney, supra, dealt with a school superintendent and the question of whether he was a "teacher." In that instance a contract between Bitney and the school district enumerated that he was qualified to teach in the school district and he was allowed certain other benefits allowed other "teachers" in the district. This is not the case with nonteaching school district employees. It is apparent that school teachers and only school teachers were exempted from these provisions because the Legislature was aware that they had certain periods off during the school year which no one else enjoyed. The fact that nonteaching employees were not exempted indicates the Legislature did not intend to exempt them. In this regard the Montana Supreme Court has said, in Softich v. Baker, _____ Mont. _____, P. 2d _____, 33 St. Rep. 1111 (1976) that:

In determining the meaning of a statute, the intent of the legislature is controlling. Section 93-401-16, R.C.M. 1947. Such intent shall first be determined from the plain meaning of the words used, if possible, and if the intent can be so determined the courts may not go further and apply any other means of interpretation. Citations omitted.

The Court has held in Helena Valley Irrigation District v. State Highway Commission, 150 Mont. 192, 433 P. 2d 791 (1967) that the "express mention of one matter in a statute excludes other similar matters not mentioned."

Section 59-1009 employs the language, "Any employee of the State of Montana, or any county or city thereof. . . ." This language is found continually in statutes governing state employees and is always interpreted broadly. In the most recent case construing this language, Teamsters v. Cascade County School District No. 1, 162 Mont. 277, 511 P.2d 339, the teamsters working for a school district claimed certain annual leave under a section of the same chapter, i.e. Section 59-1001, R.C.M. 1947. The Court held the nonteaching employees were employees of a state agency and covered by the statute. This ruling controls the entire chapter. See also Opinion 35, Vol. 36, Opinions of the Attorney General.

Where the Legislature has chosen to exclude school teachers from statutory coverage it has done so expressly. Other employees of a school district are governed by the laws relating to vacations and holidays for state employees. State employees have a right to legal holidays off with pay and when required to work on those days must be given additional compensation.

Nonteaching school district employees are public employees, as the Court has said, and since public employees are entitled to the legal holidays enumerated in Section 59-1009, R.C.M. 1947, then nonteaching school employees are entitled to the same "legal holidays" as other public employees. It is obvious that they are not entitled to "school holidays" in addition to the regular "legal holidays."

This opinion is intended to clarify apparent ambiguity in Opinion No. 105, Vol. 36, Opinions of the Attorney General. That opinion concerning this specific question is hereby overruled.

Since the middle of a school term is in progress and school districts have formulated contracts for the year based on the previous Attorney General's opinion this opinion cannot take effect until the 1978-79 school year.

THEREFORE, IT IS MY OPINION:

Nonteaching school district employees are public employees and thus entitled to the legal holidays enumerated in Section 19-107, R.C.M. 1947 just as are all other public employees. They are not entitled to the school holidays enumerated in Section 75-7406, R.C.M. 1947.

Very Truly Yours,
Mike Greely
Attorney General

Co-op efforts begun to improve Teacher Ed.

A recent series of Teacher Education Panel Discussions, jointly organized and sponsored by the Office of Public Instruction and the Montana University System, were met with enthusiasm and active participation by teacher educators and persons interested in teacher education.

Held throughout the month of November at Carroll College, Western Montana College, the University of Montana, Eastern Montana College, Montana State University, College of Great Falls and Northern Montana College, the panel discussions were the first step in a cooperative effort among several agencies, institutions and associations to examine and improve teacher education in Montana.

The panel members, who represented the Office of the Commissioner of Education, the Office of Public Instruction, Montana Education Association, Montana Federation of Teachers, School Administrators of Montana and the Montana School Boards Association, gave brief presentations on future directions for teacher education. After the presentations, the audience participated in discussions with panel members. One interesting result of the panel discussions was the similarity of concerns expressed by the panel members and the audience.

Faculty from each college, local administrators and teachers, and in some cases, members of the Board of Public Education and Board of Regents attended the sessions.

Presently, a report is being prepared for presentation to the Superintendent of Public Instruction and the Commissioner of Higher Education which will summarize the statewide discussions and suggest future activities for increased coordination of effort in teacher education.

Future teacher education activities will be reported in upcoming issues of "Montana Schools"

Belgrade seniors conduct survey

Belgrade High School government students recently conducted a number of surveys measuring public opinion on a variety of issues from ratification of the Panama Canal Treaty to out-of-state hunting to the Equal Rights Amendment.

Debbie Veltkamp who is a senior at Belgrade High School forwarded the following letter giving the survey results on competency tests for seniors to Superintendent Rice for her consideration.

Mrs. Rice,

I am a member of a senior government class in which I took part in a survey. One of the questions that we asked was, "are you in favor of Montana adopting a competency test for graduating seniors?"

The results were as follows: Yes 57%, No 43%.

The total people polled was 246. From the total number of people that we asked, 196 answered this question. I felt that you would be interested to know these results.

Being a senior myself, I feel that if the students don't already know all that they are required to know, then what's the use of wasting all that time and money? Some students would never even get out of high school. Some students just don't want to learn anything. You can't force them to stay in school just because they didn't pass a test to graduate.

I do feel that an education is a good thing to have. For without an education it is really hard to get any kind of job.

I hope that these results help you to decide the outcome of this test. In our poll we not only asked the older generation of people but we also asked some opinions of some younger people. Many of these people were either students in high school or students in college.

Sincerely,
Debbie Veltkamp

OPI hotline activity

Christy Shandy, Reception/Referral Desk Manager, transferred 1,014 hotline calls from Montana educators and citizens to the Office of Public Instruction staff during the month of December.

Shadiow featured speaker

Linda Shadiow, Office of Public Instruction Language Arts Consultant recently was a featured speaker at the annual convention of the National Council of Teachers of English held in New York.

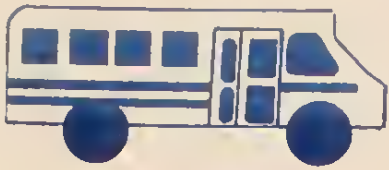
Shadiow's presentation dealt with improving methods for testing students without threatening them. She stressed the importance of using humor and informality with students so that tests might be reviewed as a form of communica-

tion between student and teacher. She also suggested that teachers vary the types of testing—multiple choice, true/false, oral, essay etc.—so that tests can be seen as learning tools.

Shadiow, prior to joining the Office of Public Instruction, spent six years teaching Native Americans and believes that her commitment to helping students deal better emotionally with test situations derives from that experience.

Pupil Transportation Safety

TERRY BROWN,
CONSULTANT



NEWSLETTERS

Consultant Bob Crebo

Assist. Consultant

Kay Burkhardt



INSERVICE EDUCATION

Our office is in the process of getting approval from the Highway Traffic Safety Administration to continue with the development of our School Bus Driver Inservice Education program.

This federal funding will be used to proceed with the following: (1) setting up a Resource Center for Inservice Education; (2) developing a refresher course for drivers who have completed the Inservice Education Program; and (3) establishing a user review and evaluation of the School Bus Driver Inservice Education Program.

We are enthusiastic about these programs and know that they will help promote pupil transportation safety in our state. If you have any questions about what is happening with pupil transportation safety, please get in touch with our office.

TRANSPORTATION EDITORIAL

These are exciting times in the school bus industry. For years, the transportation of school children was the neglected stepchild of the educational process. Those days are long gone. It may be abused, maligned, underfunded, misstated or even misguided but it is not neglected. In times past, the only critic seemed to be the mother who occasionally called up to complain because a bus was fifteen minutes late during a snowstorm. Today, however, it's a different ballgame.

School transportation today has become a political football. You can say almost anything you want about school transportation good or bad; somewhere in the country there is a fleet that may fit the description. Almost everyone has had some experience with a school bus. Either they rode one to school themselves, or their children ride them; ergo, they think they are fully qualified to criticize or even to design school buses.

Presently, there are very few areas of school transportation that are not under attack. The routes busses drive on, the riders they carry, even the seats the riders sit upon, all are fair game for the zealots. Seats or rather, seat spacing requirements, are a prime example of the bureaucrat at work. The present mandated seat spacing requirements will not work. Older children and adults simply cannot fit in the allocated space. I don't know what the proper space is, but I do know that companies like American Seating and Easy Way have spent untold thousands of dollars designing the best, most functional and safest seating arrangements possible. But, from some corner in the labyrinth called the Department of Transportation, some individual in one of the cubicles has come up with a magic number of inches for seat spacing to provide maximum safety. The number is magic, remember; it doesn't have to be based on research or fact, it just has to be controversial so that someone pays attention to it. And they will, because it doesn't work.

The time has come to take action. As this is being written, the National School Transportation Association is gathering information and facts for a session with Joan Claybrook, head of the National Highway Traffic Safety Administration, on October 14. If the NSTA is successful in gathering the data it needs in this short time frame, and if Ms. Claybrook is as reasonable as she is reputed to be, we may see the seat spacing requirements rescinded.

This is the kind of action we need - concerted effort in specific areas. Hopefully, the results of the NSTA-NHTSA meeting will be available in the near future. (Editorial reprinted with permission, "School Bus Fleet" by Jim Dunlap.)

POINTS AND CONDENSERS

Mr. Ludwig Yakimoff is a retired Pennsylvania bus transportation coordinator. Since his retirement, he has had time to read all pupil transportation articles published since the early '50s that he could get his hand on.

"The subject that received the most coverage in the hundreds of articles that I read was PUPIL BEHAVIOR. I'm positive that you are familiar with the famous 'twenty-five tips in maintaining discipline.' Let's turn that around and focus attention on the school bus driver. Here are ten reasons why some drivers have behavior problems:

1. **THEY DON'T REALLY LIKE KIDS.** The job is just that; only a job. If you are driving just for the money, you are in the wrong job. If you don't genuinely enjoy being around kids, the job will soon turn sour. The pupils will soon sense that there is no feeling of warmth or liking for their company and it's all downhill after that.

2. **THEY NEVER BOTHER TO LEARN THE NAMES OF THEIR PUPILS.** They refer to them as 'that kid with the long hair,' or 'what's his name.' Pupils are not real persons to them, just riders.

3. **THEY HAVE NOT SORTED OUT WHAT IS IMPORTANT AND WHAT IS NOT.** Drivers don't know what to let go by and what to stand firm on. Some drivers will dress down a pupil whose feet are in the aisle while they fail to reprimand him when he makes life miserable for the little tyke in front of him. There is no doubt that the second behavior will lead to the more serious problem.

4. **THEY ARE NOT ALERT.** They don't see and they don't hear. An incident which might have been nipped in the bud is allowed to develop until it is a riot, or causes one.

5. **THEY THREATEN ACTION BUT NEVER CARRY IT OUT.** They are the toothless tigers and the kids soon know it. The good driver never threatens. He warns the pupil once and informs him what the consequences will be if he continues. If the pupil does continue, the driver carries out his promise. The driver has made sure beforehand that

I recently read that the California Highway Patrol is employing over a hundred persons to inspect all buses used to transport pupils to and from school-related activities. The California legislature mandated that all activity buses will be inspected. This is a result of last May's Martinez, California charter bus accident in which 28 high school students and their adult supervisors were killed. As I understand it, these inspections include all charter, transit and common carrier buses that are used by school districts. Maybe this is some indication of what we can expect in the future regarding transporting activity students in Montana.

he knows the limits of his authority and never promises action which goes beyond that. His pupils know that he will do what he says he will do, so they learn that his word is law.

6. **THEY ARE NOT CONSISTENT.** One day they bear down hard on every infraction; the next day everything is permitted. Pupils never know what to expect, so their conduct is erratic also.

7. **THEY PLAY FAVORITES - CONSCIOUSLY OR NOT.** The kid who lives in the nice house and is always neatly dressed can get away with murder, but the dirty-faced little guy who lives down by the dump has two strikes on him when he hits the first doorstep.

8. **THEY TALK TOO MUCH.** Their own opinions or hang-ups are peddled out loud. They will try to top the kids at the wise-cracking game, and get into kids' conversation that is none of their business.

9. **THEY YELL AT THEIR PUPILS OR LOSE THEIR COOL.** Many times pupils do things deliberately just to see if they can get a rise out of their driver. If the driver takes the bait, he is not long for the bus driving world.

10. **THEIR BUS IS NOT CLEAN.** Their bus looks like the aftermath of a tornado. They themselves look like they had just survived the same storm. Their own appearance and attitude demonstrates that they do not believe they have a very important job.

SOUNDS PROFOUND: Discipline is always better for everyone concerned if it can be preventive. That is, the control over the pupil's behavior is strong enough to keep him from doing things he should not do. This is preferable to having weak control and then punishing him after the act has been committed. The latter type of punishment often makes the child resentful and makes him want to fight back. The control-in-advance or preventive type helps the child gain self-control and prevents undue punishment and ill-feeling." Reprinted with permission of "Yellow Nugget," Pupil Transportation Association of Pennsylvania.

OPPORTUNITIES FOR PERFORMANCE AND EXPRESSION

"... it is essential that opportunities for individual performance and expression are encouraged and expanded. It is those programs in our schools identified as arts education (music, dance, theater, visual arts, creative writing) which most fully allow for such performance and expression" (from a statement prepared by representatives of the American Association of School Administrators).

"A UNIQUE APPROACH TO TEACHING..."

The Pennsylvania Arts in Education Project expanded understanding and use of arts as teaching methods. Some teachers' and students' comments were: "My experience in the Arts in Education Project has been an awakening to a unique approach to teaching." "Many of the lessons I present now have a completeness which was lacking previously—now I try to cover the spectrum of learning opportunities within a concept."

As the teachers infused the arts, the students became more involved with the various arts areas and arts processes. They were enthused about cultural dances and music, dramatized history lessons, creative writing motivated hand-made slides, improvisations, sound collection, filmmaking, photography.

Teachers also observed positive behavioral changes in their students—more cooperative group activity; increased self-motivation; more pride in doing things well; more willingness to experiment and seek alternative solutions; increased self-confidence; and more positive attitude toward the teacher and school in general.

MUSIC

PERCUSSION SOUNDS OF THE ORIENT (Suggested Classroom Activity for levels 3-6)

Film viewed; demonstrated percussion instruments; used recordings and slides; experimented with sound production using wood, metal, and glass (salad bowls, drinking glasses, suspended skillets); tuned "instruments" to the pentatonic scale; improvised at length to develop rhythmic patterns (played names of students, places, animals etc.); taped results; compared students' sounds with recordings; selected sounds and patterns to use in final project; video-taped performance.

STEADY GROWTH

Montana has added 27 music teachers this year in K-12 and there are 87 instructors at the college and university levels. For the past ten years Montana has shown steady growth in music and we hope the trend continues.

RESOURCES

MUSIC is a series of ten 30-minute television programs produced by WETA-TV, Washington, D.C. Guides to these programs are available from our office. Other available music resource materials—American Indian and Afro-American; music bibliographies; *Music Games*; music educator directories.

RECENT TRENDS IN SCHOOL MUSIC

According to findings based on research of the nation's schools, recent trends in music show: 1) there is more emphasis on creative music-making and improvisation; 2) music is being strengthened with the acceptance of "aesthetic education" in the curriculum; 3) there is a broadening of the curriculum to include a wider range of music such as electronic, contemporary, ethnic, popular, and American; 4) work is being done on the absorption and adaptation of foreign methodologies, such as those of Orff, Kodaly, and Suzuki, for use in American schools. (From *Coming to Our Senses*, a panel report on The Arts, Education and Americans Panel, May, 1977.)

ESEA Title IV — Part 8 application forms have been sent to school districts. Academic subject programs may be supported with non-consumable materials, audiovisual materials (sound equipment), textbooks (elementary music), and instructional equipment (instruments, portable risers, music stands etc.). Music educators should contact their school administrators for further information. Music is an academic subject under the federal regulations.

NEW ART PROGRAMS

There are 21 new art instructors and 11 new art programs being offered in Montana schools compared to a year ago. Congratulations to schools, administrators, school boards, and communities who recognize the importance of art experiences and instruction in students' lives and learning!

HUMOROUS SCULPTURAL EXPRESSION

Senior high students researched, discussed situations, observed and acted out people "caught in the act of being absurd;" stimulated mental reflections about real-life absurdities; designed and created life-size sculptures of bodies or body parts; and displayed the sculptures throughout the school.

MARCH IS THE MONTH

Youth Art Month will be celebrated in March during which time special emphasis is put on student art work. More information follows in the Feb. newsletter. Direct inquiries to Myrna B. Clark, School District No. 2, 101 Tenth St. West, Billings 59102.

ART AS A CATALYST: A CHALLENGE

The 18th Annual National Convention of the National Art Education Association will be held in Houston, TX, on March 17-22, 1978 (Hyatt Regency and Sheraton Houston Hotels). Keynote speakers will be *Jacques Barzum*, noted cultural historian, author, and educator, who will discuss "Art and Educational Inflation," presenting some views on art education advocacy; *David Rockefeller, Jr.*, and several members of the Rockefeller Panel, will discuss the important publication they formulated called *Coming to Our Senses*, which stresses the arts as basics and offers recommendations for making the arts central to education; *Jamake Highwater*, scholar of American Indian arts and culture, music and dance critic, author, and artist; *Samella S. Lewis*, scholar of Afro-American art and professor of art history at Scripps College, Claremont Colleges, Calif.; and *Edmund B. Feldman*, noted NAEA member and art director, Alumni Foundation Distinguished Professor of Art at the University of Georgia, author, and critic.

DRAMA AND THEATER

A junior high school in Kalispell is using a creative process to identify and solve needs and use of a stage-area-space construction in a gym. Similar help would be available to you. Please call us.

The Missoula Children's Theater will 1) come, by request, to your town; 2) provide a professional director and lead actor; 3) select a cast from among your school students and/or community actors; and/or 4) direct a week-long intensive production workshop culminating in a full performance. Their current offering is the "Wizard of Oz."

The Montana Repertory Theater holds workshops in schools in conjunction with their evening performances in communities. This season their offerings will be Eugene O'Neill's *A Moon for the Misbegotten* and Neil Simon's *The Good Doctor*. For more information call us.

ARTS AND THE HANDICAPPED

There is great new emphasis and interest in theater nationally. The whole area of the handicapped and their right to enjoy and contribute to the arts is one of the many new emphases. Hiring the handicapped to play the parts of handicapped people in plays, developing "hands-on" experiences for the blind in museums and art centers, renovating buildings for easier access, making some seats removable in order to accommodate wheelchairs, installing audio-loop systems or headsets to amplify performance sounds, and developing the Theater for the Deaf are some of the many new ways this is being done. For more information, write the National Arts and the Handicapped Information Service. For the most comprehensive survey that has yet been published — *Arts and the Handicapped: An Issue of Access* (November, 1975) — write Educational Facilities Lab, 850 Third Ave., New York 10022. Price \$4.00 prepaid.

DANCE AND MOVEMENT

The Magic Movers is a group of students based at the University of Montana and headed by Nancy Brooks, Assistant Professor in the Department of Drama/Dance. The group provides classroom programs for school children, concentrating on movement. Each performance, consisting of dialogue and creative movement, includes the participation of the children. The current program, "Angles and Curves," was developed to hold the attention of children kindergarten to third grade by using movement and mime. Fourth-grade children would also appreciate this program. When presented for groups of up to 30 children, the Magic Movers will apply make-up on the children before the presentation if desired. Prior arrangements should be made for make-up. For more information, contact Nancy Brooks, Department of Drama/Dance, University of Montana, Missoula, 59812.

DANCE A STORY

Stories about ragdolls, snowflakes, balloons, tin soldiers etc., can come to life for primary children when they actively participate in the movements and incidents portrayed. For this particular experience, an environment was created by suspending a parachute from the ceiling; attaching walls of sheets; projecting slides, colored lights and moveable cut shapes; and playing records of appropriate music.

As the stories were narrated, the students expressed their interpretations through movement and shadow play (real objects such as balloons were used when possible). The students were enthusiastic about being the character in the story, but they also made observations about the difference in the sizes of shadows in relationship to the light source, the variety of movements, the use of space and the formation of patterns.

CREDIT FOR DANCE

At a junior high school in Eugene, Ore., physical education students get credit for participating in six kinds of activities — including dance.

Vocational Education

Administrator
Secondary Level
Gordon Warner



VOCATIONAL EDUCATION WEEK Feb. 12-18, 1978

It's That Time Again! Time to get started with plans for promoting and communicating the merits and accomplishments of vocational education in your school.

This special week is a good time to let the public know that vocational education is an important part of the total education system offering young men and women opportunities to be challenged to action that is stimulating and valuable not only to themselves but to the community.

Several suggestions are listed below to assist you with your plans. Use the creative and imaginative ideas of your vocational students and co-workers to make a productive plan for your school and community. Make your plan around the theme: **I'm committed to building the skills of America through vocational education.**

1. Organize a Vocational Education Week committee in your school, including members of your vocational education youth organizations. Plan activities, events and promotions that compliment the total program.

2. Appoint a committee to call on area newspaper editors two or three weeks ahead of time. Inform them of your plans and discuss the type of story or article that would best fit their newspaper; suggest possible stories, interviews and pictures.

3. Call on the radio or television station program directors to talk about the type of program(s) they could use during the week. Could they use slides, student interviews, a feature program, public service spot announcements, tapes etc.?

4. Arrange for displays in store windows.

5. Hold an "Appreciation Day" for parents, faculty, administrators, and resource people you have worked with during the year, such as newspaper, radio and television personnel, employers, and legislators.

Plan Early — — Get Organized — — Involve Everyone.

VOCATIONAL EDUCATION YOUTH GROUPS FEATURE JOINT INSTALLATION CEREMONY

Officers representing 220 student members of eight vocational education student leadership development organizations at Capital and Helena Senior High Schools were installed at the third annual Leadership Installation Breakfast, November 22, 1977.

Keynote speaker Mark Rickers, Executive Director of the Helena Chamber of Commerce, challenged members of the Vocational Industrial Clubs of America, Distributive Education Clubs of America, Future Homemakers of America, and Business and Office Education organizations to develop their own leadership potential.

TEAM APPROACH IN VOCATIONAL EDUCATION

Vocational Education at Missoula Sentinel High School takes the team approach with a very unique program. The Interior Design Class, taught by Laurie Byrn, Home Economics teacher, had the opportunity to work with classes in drafting and carpentry in building, decorating and furnishing a house. The students in the advanced Interior Design Class then selected wall finishes, floor coverings, cabinets, counter tops, light fixtures, color schemes and window decorations.

When the house was completed at the end of the school year, a furniture store in the community cooperated with the class by offering the Interior Design students the opportunity to select furnishings from the store for display at the open house. The students then organized, planned the publicity and conducted the open house for the community. The house was put up for bid and sold by the school district.

A prerequisite for students in the advanced Interior Design Class was a career interest in home decorating and one to two years of home economics background.



Basic tool craft is something American society generally does not make available to girls. It should. They have to fix things too. Sophomore Terri Bauer, Opheim, is learning how to install an aluminum window.

SHARED SERVICES

Beginning in the fall of 1975 eight schools on the "Hi-Line" initiated a Special Vocational Needs sharing project coordinated by Northern Montana College. This project has proved that expensive vocational education equipment can be shared successfully and has generated considerable interest in various geographically isolated areas throughout the state. Opheim, Nashua, and Peerless jointly have been funded by a Special Vocational Needs grant. These schools are the first in the extreme northeastern part of Montana to participate in such a program which consists of small engine, motorcycle, welding and home maintenance technology. The cooperating schools, through mutual agreement, established a schedule that provides for equipment rotation. Opheim Superintendent Harold Tokerud envisions this concept being applied to such academic areas as math, science, and English. He further concludes that cooperative vocational programs afford vocational education opportunities to students in isolated schools which otherwise could not afford their own individual programs.

THE INDUSTRIAL EDUCATION CONCEPT: PROGRESS TOWARD A QUALITY SYSTEM IN MONTANA

The main thrust of a September 1977 meeting of 40 teachers, administrators and teacher educators involved in industrial education in Montana was to consider means of improving programs and to initiate writing of guidelines. Consensus of the group indicated the desirability of implementing a system of "industrial education" in the state.

"Industrial education" is an umbrella term that encompasses three types of training programs which are defined in present vocational legislation. The three are trade and industrial (T. & I.), technical, and industrial arts (I.A.) education.

Presently, postsecondary technical programs and trade and industrial programs at secondary and postsecondary levels receive vocational funding under state and federal guidelines. A secondary funding system is being considered for certain types of Industrial Arts programs now allowed for in federal legislation. Following proper guidelines, programs would allow students to progress between levels smoothly as a result of the sequential instructional education organization. The system would be more responsive to student needs and would not be designed primarily to suit restrictive definitions as now is the case.

Fiscal year 1980 is the target date for implementing the new approach. Further information will follow in later issues of *Montana Schools*.

SECONDARY HEALTH AID PROGRAM

As health industry services expand in the country and in Montana, so do Montana health occupations education programs. The Missoula County Career Center has a one-year health aid program developed on a two-hour block open to juniors and seniors from both city high schools. During the first semester of the program, students explore the career possibilities within the health care industry through guest speakers, field trips and personal research. Basic human anatomy and physiology, medical terminology, first aid, cardiac pulmonary resuscitation, nutrition and basic nursing procedures are also included. During the second semester, four days are spent at clinical sites which accommodate the specific career interests of the students. Three different clinical experiences are provided to each student. During the time spent in the classroom, identified clinical problems or concerns are discussed, plus courses in ethics, interpersonal relationships and employment skills.

Various techniques are used in student recruitment. A slide presentation has been developed and brochures printed to be used both by students for presentations to freshmen and sophomores, and by guidance counselors at both high schools. Students, parents, advisory committee members and school personnel are involved in evaluating the program. The advisory committee also is used to assist the instructors in clinical placement of students, curriculum revision, determination of employment needs of the community and follow-up activities. Students in this program participate in the vocational student organization, VICA.

career education

Pat Feeley
Consultant

CAREER EDUCATION INCENTIVE ACT

On December 13 President Carter signed the Career Education Incentive Act. Funds appropriated under this act will be the first career education monies designed for implementation of career education in local schools. The act provides support for five years beginning with fiscal year 1979. Local schools may use this assistance for comprehensive programs including: a) instilling career education concepts and approaches in the classroom; b) developing and implementing career guidance services; c) developing and implementing work experiences; d) providing inservice education; e) purchasing instructional materials and supplies for career education activities; f) establishing and operating career education resource centers and g) conducting needs assessments and evaluations. The development of career education programs in postsecondary institutions is authorized through direct grants from the USOE.

THE "RURAL CONNECTION"

The Center for Vocational Education at Ohio State University announces a unique opportunity for personnel in rural and small schools to gain career guidance assistance. A toll-free telephone line offers consulting services to educators across the nation who request career guidance information. Simply by calling 1-800-848-6560 individuals receive immediate service. This rural communications network will also provide a free newsletter, *"The Rural Connection,"* to keep you informed about the current career guidance trends and promising practices in rural and small schools.

CAREER EDUCATION REGIONAL CONFERENCES FOR SMALL SCHOOL DISTRICTS

Are you interested in starting a career education program in your small school district? If so, the American Association of School Administrators, under a grant from the U.S. Office of Education, may be of help. AASA, in cooperation with the National School Boards Association, is sponsoring a series of five three-day career education conferences aimed at small school districts. The purpose is to provide "how-to" "know-how." The conference scheduled for the Montana area will be held March 16-18 in Portland. For conference information and registration blanks contact: Thomas Summerville, P.O. Box 16657, Portland, Ore. 97401 (503) 255-1841.

STATE CONFERENCE ON CAREER EDUCATION

The first State Conference on Career Education in Montana will be held May 8-9 at the Heritage Inn in Great Falls. Dr. Ken Hoyt, Director of USOE's Office of Career Education, will be the keynote speaker. Other presenters will demonstrate the viability of career education in Montana's K-12 classrooms and discuss successful efforts involving collaborative relationships with local community resources. Business, labor, parent and professional groups will cover services and resources which show students the relationships between what happens in school and what happens in the world outside school.

RESOURCES FOR CAREER EDUCATION

1. *An Initial (Computer) Search and How to Use It*, National Center for Career Education, Department F, P.O. Box 7815, Missoula 59807. A collection of the most frequently requested career education curriculum materials, K-12, arranged in four areas, K-3; 4-5-6; 7-8-9; and 10-11-12, covering math, science, language arts, social studies and guidance. Cost-\$1 for each subject area search within the four levels (total \$20.00) or \$20.00 for yearly subscription.
2. *The Original American Early Morning Primer: A How-To-Do-It Guide for Implementing Career Education in Rural Schools*, Career Education Project, Cashmere School District, Cashmere, Wash. 98815. A smorgasbord of career education activities, ideas, resources and philosophy. Limited supply of free copies available from OPI.
3. *CE-What It Is and How To Do It*, Career Education Project, Cashmere School District, Cashmere, Wash. 98815. A 15-minute slide/sound show providing an overview of career education in Cashmere and illustrating the infusion of

career education into an existing curriculum. Available on loan from OPI.

4. *How To Involve The Community*, Career Education Project, Cashmere School District, Cashmere, Wash. 98815. A 15-minute slide/sound show illustrating ways to utilize business, labor, professions, parents and an advisory committee as part of a complete career education program. Available on loan from OPI.

5. *Translating Concepts Into Action*, Career Education Project, Cashmere School District, Cashmere, Wash. 98815. A 15-minute slide/sound show concerned with curriculum development; traces steps which teachers use to create career education instruction tailored to their particular classroom needs. Available on loan from OPI.

6. *Your Child's Career: A Guide To Home-Based Career Education*, Garth L. Mangum, Olympus Publishing Company, Salt Lake City, Utah. The parent influence and role in a child's career development and preparation. Recommended for parents and teachers. \$6.95.

Workshops exhibit cooperative effort

On January 23 Miles City will be the host site for a unique educational inservice program. On that day, schools from southeastern Montana will attend an inservice program which was initiated and designed by the participating schools with the belief that a joint undertaking would allow for a better and more economical program for all. The southeastern administrators chose the date and site and invited participation of the Office of Public Instruction. Keynote speaker for the workshop is Dr. John Hunt from the University of Montana. Workshops in all curricular areas will be presented by staff members of participating schools, members of the Office of Public Instruction staff and selected outside consultants. Funding for the program with the exception of Office of Public Instruction staff comes from participating schools. Schools presently planning to attend include Baker, Broadus, Colstrip, Custer County High School, Ekalaka, Forsyth, Garfield County High School, Jordan Elementary, Miles City Elementary, Rosebud, Terry and Wibaux.

Although the program has some similarity to regional workshops conducted by the Office of Public Instruction for the past five years, it is unique in several ways. The Southeastern Administrators Association elected to have and to finance the inservice program. A committee headed by Raymond Frank, superintendent at Terry, did the ground work for the program and invited the participation of the Office of Public Instruction. This program, locally sponsored and locally funded, and specially tailored to the needs of a specific region of the state, marks a new level in the development of cooperative inservice education programs in Montana.

Also on Monday, January 23, the Bozeman school system is hosting a cooperative regional workshop. Planning and funding for this workshop are through cooperation of Bozeman public schools and the Office of Public Instruction. Educators from throughout the region are welcome to attend with workshops in all curricular areas planned. Highlighting this program will be Jerry Lebo, of Open Court Publishing Co. in LaSalle, IL, in the language arts area who will give the keynote address and conduct workshops and Dr. Robert Witte, University of Wisconsin, who will address concerns in counseling. Area counselors are especially encouraged to participate.

Consumer tests added to Montana School Testing Service

Each year, for the past four years, the Montana School Testing Service (MSTS) of the Office of Public Instruction has added new tests to the testing program. This year the big news is two new tests covering the areas of Consumer Mathematics and Consumer Knowledge and Attitudes.

The Consumer Math test consists of approximately 25 items ranging from simple "best buy at the grocery store" problems to calculating such things as gas mileage, the amount of paint required to decorate a certain size room and the size of monthly payments on a time purchase.

The Knowledge and Attitude test includes questions on the subjects of purchasing goods and services, credit, contracts, awareness of consumer laws and agencies, deceptive selling practices, savings and investments, insurance, and attitudes relating to many of the items just listed.

As with the eleven other tests available through the Montana School Testing Service, these tests are designed for use at grades 6 and 12 and are offered free to all Montana schools. Order forms go to all school superintendents or responsible officials in January and should be returned as soon as possible.

Students may win first aid award

Johnson & Johnson has announced the expansion of the First Aid Award competition sponsored annually by the company. The award, given in conjunction with the Johnson & Johnson First Aid course, recognizes students who have made outstanding contributions in the first aid field. Entries will be accepted from students who have actually applied their first aid knowledge in an emergency situation which occurred between Feb. 1977 and Feb. 1978; organized school first aid activities or clubs; or have become involved in other worthwhile school and community first aid projects.

A winner and two runners-up will be selected from each category for grades 6-8 and 9-12. Scholarships of \$500, \$250 and \$100, and engraved plaques will be awarded.

All entries must be postmarked no later than Feb. 1, and must be received no later than March 15. The award recipients will be announced in May.

For additional information and application forms, please contact: Johnson & Johnson First Aid Award Instructional Materials Lab., Inc. 200 Madison Avenue New York, NY 10016

Public hearings scheduled

The Board of Public Education has scheduled a public hearing on the Indian studies rule for Saturday, Feb. 4 at 10:00 a.m. in the conference room of the Commissioner of Higher Education's office at 33 South Last Chance Gulch in Helena.

On that same date and location at 2:00 p.m. a public hearing on proposed accreditation standards including the library proposals has been scheduled.

Supreme Court rules on retirement credit

The Montana Supreme Court, in reversing a District Court decision, has opened a door that will allow certain members of the Teachers' Retirement System to purchase credit for teaching in a private school or institution outside of Montana.

The District Court had upheld the policy of the Teachers' Retirement System that only service in a public school or institution could qualify for purchase as out-of-state service.

The Supreme Court determined that the law prior to 1971 was not specific in defining out-of-state service, and, therefore, those who were members of the Teachers' Retirement System before July 1, 1971 and who had teaching service outside the state prior to July 1, 1971, in either a public or private school or institution, may now purchase that service as out-of-state service, subject to certain conditions.

The Supreme Court further recognized that the law did not provide for the purchase of credit for teaching in a private school or institution within Montana.

It is emphasized that only teaching in a private school outside Montana prior to July 1, 1971 may qualify for purchase as out-of-state service, and then only if you were a member of the Teachers' Retirement System prior to that date.

Those to whom this decision may apply should contact the Teachers' Retirement System, 1500 East 6th Avenue, Helena 59601.

County Superintendent: JUDGE AND JURY?

One of the more difficult responsibilities of the county superintendent of schools is to sit as hearing officer for controversy appeals and hearings. Authority to do so is given in the Revised Codes of Montana:

"76-5811 Controversy appeals and hearings. The county superintendent shall hear and decide all matters of controversy arising in his county as a result of decisions of the trustees of a district in the county. . ." (See also 75-6104 and 75-6107.)

Controversy appeals and hearings include appeals regarding teacher dismissal while under contract or non-renewal of contract. Controversy hearings may be concerned with tuition, transportation, special education placement, or any other school controversy for which there is no expressly prescribed procedure in state statutes.

As hearing officer, the county superintendent takes testimony and makes a decision based upon the facts established at the hearing. Montana law allows the appointment of a qualified attorney to act as a legal advisor in assisting the county superintendent in preparing finding of facts and conclusion of law only in appeals relating to the dismissal of a teacher under contract or termination of the services of a tenure teacher. In all appeals the county superintendent prepares a written transcript of the hearing proceedings. Should the decision of the county superintendent regarding the controversy be appealed to the State Superintendent, this transcript is sent to the Helena office.

The legislature and the Office of Public Instruction have established prescribed steps which must be taken before an appeal is made to the county superintendent. Every school district has a copy of RULES OF PROCEDURE FOR SCHOOL CONTROVERSIES which includes those mentioned in statute and those established by OPI to assure an orderly and fair disposition of the controversy. It is advisable teachers and parents become acquainted with these rules and procedures to protect their rights.

The first step in any appeal is to request a hearing before the local school board. There are time limitations for these appeals which must be followed. A case in District Court in Lake County this summer resulted in Judge Edward Dussault ruling against the plaintiff because "there can be no waiver of the time set forth by statute on the request for the hearing which should be made to the Clerk of the School Board or Chairman of the Board of Trustees." In referring to the prescribed procedures for handling appeals and controversies Judge Dussault ruled: "These are known as administrative remedies and the courts are uniformly admonished not to interfere with the internal operations of the school trustees or the County Superintendent of Schools or the State Superintendent of Public Instruction if the procedures outlined by the legislature in the form of the statutes are followed by an aggrieved party."

by Glennadene Ferrell,
Lake County Superintendent

Nominees wanted for award

Warren G. Hill, executive director of the Education Commission of the States (ECS), has announced that the organization is seeking nominations for its annual James Bryant Conant Award. The deadline for nominations is Feb. 1, 1978.

The prestigious award, established in 1977, is presented annually to a person who has made an outstanding contribution to education in the United States, and who has attained national stature in his or her profession.

The award of a \$1000 stipend and a silver lamp of learning was named for James Bryant Conant, an internationally known scholar, scientist, statesman and author. Conant, a former president of Harvard University, wrote Shaping Educational Policy, which sets forth the concept and philosophy behind the establishment of the

Education Commission of the States.

The recipient of the award will be chosen by a committee of 25 nationally recognized persons from business, education and politics who are asked to rank a national list of nominees according to contributions to education, national recognition for his or her efforts, and broad background including, but not limited to, education. Anyone may submit nominations with supporting background and biographical material by Feb. 1 to Joyce Walker, Education Commission of the States, 1860 Lincoln St., Denver, Colo. 80295.

ECS, headquartered in Denver, is a national, nonprofit organization formed by interstate compact in 1966 that enables political and education leaders to work together to further education in the states.

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PLEASE RETURN



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FROM THE SUPER- INTENDENT

GEORGIA RICE



Montana, as well as the rest of the nation, mourns the loss of Senator Lee Metcalf. Senator Metcalf exemplified the finest qualities of a dedicated statesman in his continual efforts to promote legislation for the good of the public.

As a patron of education, Senator Metcalf vigorously supported legislation for educational innovation and improvement affecting millions of people in Montana and the rest of the nation. He was instrumental in writing the National Defense Education Act and was a relentless advocate of measures to improve schools, libraries and hospitals. He also cosponsored the legislation creating the Youth Conservation Corps from which our present day Job Corps evolved.

As a Montanan, Lee Metcalf exhibited sensitivity and humility always identifying with and working for the common man.

While we are saddened at the passing of one of our nation's greatest public servants and one of education's most eloquent spokesmen, we are and shall remain grateful for his outstanding accomplishments, his commitment to all people and his loyalty to his native state.

Calendar

Jan. 9-20	Winter & Emergency Driving Workshop Stevens Point, WI
30-31	Montana High School Assoc. Annual Meeting - Helena
Feb. 5-11	Nat. VICA & Nat. Vocational Educ. Week
10-15	Nat. Assoc. of Secondary School Principals Anaheim, CA
12-14	Montana Assoc. of Elementary School Principals Conference - Bozeman
12	Lincoln's Birthday
20	Washington's Birthday
20-24	Nat. Future Farmers of America Week
24-27	American Assoc. of School Administrators Convention - Atlanta, GA

78
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